THE USE OF PRE-QUESTIONING TO IMOROVE STUDENTS' READING COMPREHENSION

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Abstract: This research aims to find out whether the pre-questioning is able to improve students' reading comprehension at SMA Negeri 1 Tondano. This research used quantitative research with a pre-experimental design. This study was applied in one group of pre-test, treatment, and post-test. The subject of this research was the eleventh-grade students of SMA Negeri 1 Tondano. The data collection that is used is an essay test that consists of 20 numbers. The writer used the mean score formula to analyse the data. The results showed that there was an increase in the scores achieved by students in the pre-test and post-test. The students' average score in the pre-test was 48.25, while the students' average score in the pre-test was 77.75. The results of this study indicate that the mean score from the post-test was 29.5% higher than the pre-test. These data show that the pre-questioning strategy is effective in improving students' reading comprehension in the eleventh grade of SMA Negeri 1 Tondano.

Keywords: *Pre-questioning strategy, Improving, Reading, Comprehension*

INTRODUCTION

One of the ability that is crucial to master in terms of schooling is reading. According to Zinth (1979:8) reading is like conversation between the writer and the reader, like someone who is talking; the writer is trying to convey the message to another person. So, if someone wants to increase their knowledge, develop their thoughts, solve a problem, and acquire understanding and methods of thinking, all of which are inherent in their personal growth, they must read effectively (Kamagi, 2020; Liando et al., 2018; Liando, 2010).

In reality, there are many problems faced by students in reading. In Indonesia, many students find it difficult to understand English reading texts (Liando & Lumettu, 2017; Tatipang et al., 2021; Liando, 2012). Especially for those

who are learning to read English for the first time. Many factors contribute to students' difficulty learning English reading, including the fact that English is not their native language, they have a limited vocabulary, and their motivation to learn is low, supported by (Lengkoan et al., 2024; Kumayas & Lengkoan, 2023; Maru et al., 2021). Teachers must develop materials that will be given to students, and student learning motivation depends on how a teacher chooses the technique or method that will be used to teach in class.

To overcome this problem, the teacher must choose and apply the right technique to build students' motivation and interest in learning, especially in reading English texts. Giving pre-reading questions to children is one method a teacher can do to increase comprehension. It should assist pupils in developing their interest and focus in reading the content. Additionally, as the teacher will urge the students to actively apply their background knowledge to the subject they learn, employing this strategy should help students predict what will be covered in the book (Yuliana, 2014)

Pre-questioning

Pre-questioning is one of the techniques that teachers can use. Based on Brown's (2001) pre-questioning, some questions which are provided before the students read the whole text in order to build the students' interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text (Utami, 2017; Maru et al., 2020; Maru & Matheos, 2019).

Reading Comprehension

Reading comprehension is a process for improving students' reading skills that is very difficult and requires a lot of practice. Reader must understand the content or ideas contained in the text in order for the reader to gain knowledge and benefit from what has been read. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages (Taman & Bima, 2018; Liando et al., 2021; Wenas et al., 2023).

RESEARCH METHOD

In this study, the writer will use a quantitative method with a pre-experimental design. In this study applied in one group where pre-test, treatment, and post-test is given. A pre-test is given to measure the basic abilities of students and a post-test is given to compare the progress or abilities of students who have been treated using the pre-questioning method. In this research, the writer will take XI IPA 2 class at SMA N 3 Tondano, consists of 24 students, as the subject of this research.

Data Analysis

In analyzing the data, the researcher will use Mean Score formula as follows:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

$\bar{x}$ = The mean score

$\sum x$ = The total of students score

n = The total number of students

Hatch & Farhady, (1982:30)

FINDINGS AND DISCUSSION

After conducting a study at SMA Negeri 1 Tondano, especially in class XI IPA 2, which consisted of 24 students, the writer described it as the data of a pre-experimental design with one group pre-test and post-test. The writer obtained data through test questions from the pre-experimental class, which consisted of 20 essay questions.

Table 4.1 The computation of the pre-test mean score

Number of Students	T1
1	66
2	66
3	59
4	56
5	38
6	25
7	29
8	36
9	44
10	43
11	58
12	58
13	57
14	60
15	45
16	14
17	40
18	66
19	49
20	59
21	54
22	29
23	52
24	55
Total	**1.158**

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1.158}{24}$$

$$\bar{x} = 48{,}25$$

The mean score from the pre-test was 48.25, the highest score from the pre-test was 66, and the lowest score was 14. This data showed that student achievement in the pre-test was low.

Table 4.2 The computation of post test mean score

Number of Students	T2
1	91
2	90
3	88
4	86
5	82
6	54
7	58
8	68
9	75
10	75
11	83
12	84
13	83
14	85
15	73
16	40
17	72
18	91
19	80
20	90
21	84
22	65
23	83
24	86
Total	**1.866**

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1.866}{2624}$$

$$\bar{x} = 77,75$$

The mean score on the post-test was 77.75. The highest score obtained was 91, and the lowest score obtained was 40. These data stated that there was an increase in students' achievement scores in the post-test.

Table 4.3 Matrix of Pre-Test and Post-Test

Number of Students	Pre-Test	Post-Test
1	66	91
2	66	90
3	59	88
4	56	86
5	38	82
6	25	54
7	29	58
8	36	68
9	44	75
10	43	75
11	58	83
12	58	84
13	57	83
14	60	85
15	45	73
16	14	40
17	40	72
18	66	91
19	49	80
20	59	90
21	54	84
22	29	65
23	52	83
24	55	86
Total	**1.158**	**1.866**

There was a difference in students' achievement of scores on the pre-test and post-test used the pre-questioning strategy, where the score on the post-test was higher than the score on the pre-test. So the data above showed that used pre-questioning can improve students' reading comprehension.

Table 4.4 Students Gaining Score

Number of Students	Pre-Test	Post-Test	Gained Scores
1	66	91	25
2	66	90	24
3	59	88	29

4	56	86	30
5	38	82	44
6	25	54	27
7	29	58	29
8	36	68	32
9	44	75	31
10	43	75	32
11	58	83	25
12	58	84	26
13	57	83	26
14	60	85	25
15	45	73	28
16	14	40	26
17	40	72	32
18	66	91	25
19	49	80	31
20	59	90	31
21	54	84	30
22	29	65	36
23	52	83	31
24	55	86	31
Total	**1.158**	**1.866**	**706**

The data above showed that there were 24 students who were subjects in this study. The total score in the pre-test was 1,158, and in the post-test it was 1,866, and the total gain achieved was 706. In the pre-test, the lowest score obtained was 14, and the highest score was 66. Meanwhile, in the post-test, the lowest score achieved by students was 40, and the highest score was 91. The mean score obtained from the pre-test is 48.25, and the post-test is 77.75. All grades obtained by students are treated using essay tests and pre-question strategies to improve students' reading skills. From the data above, it can be seen that there was a significant difference in the achievement of scores between students through the pre-test and post-test, where in the pre-test students have not been given treatment using pre-questioning and in the post-test students will be given treatment using a pre-questioning strategy.

Table 4.5 Frequency distribution matrix of pre-test

Scores	Frequency	%	Cumulative Proportion	Cumulative Presentation
66	3	12%	24	100
60	1	4%	21	88
59	2	8%	20	84
58	2	8%	18	76
57	1	4%	16	68
56	1	4%	15	64
55	1	4%	14	60
54	1	4%	13	56
52	1	4%	12	52
49	1	4%	11	48
45	1	4%	10	44
44	1	4%	9	40
43	1	4%	8	36
40	1	4%	7	32
38	1	4%	6	28
36	1	4%	5	24
29	2	8%	4	20
25	1	4%	2	12
14	1	4%	1	4

Table 4.5 showed that those who got a score of 66 were 3 students or 12%, at a score of 60 there was 1 student or 4%, at a score of 59 there were 2 students or 8%, at a score of 58 there were 2 students or 8%, at a score of 57 there was 1 students or 4%, at 56 there was 1 student or 4%, at 55 there was 1student or 4%, at 54 there was 1 student or 4%, at 52 there was 1 student or 4%, at 49 there was 1 students or 4%, at 45 there was 1 student or 4%, at 44 there was 1 student or 4%, at 43 there was 1 student or 4%, at 40 there was 1 student or 4%, at 38 there was 1 students or 4%, at 36 there was 1 student or 4%, at 29 there were 2 students or 8%, at 25 there was 1 student or 4%, at 14 there was 1 students or 4%.
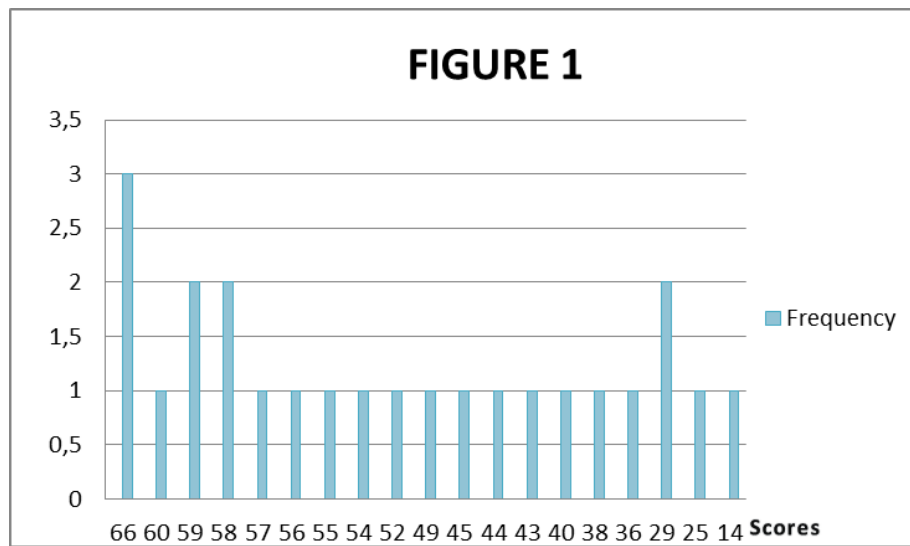
FIGURE 1

Figure 1. Result of Student's Pre-Test Score Frequency

From the histogram showed that students obtained low scores on the pre-test (T1). The diagram showed that 3 students got 66, 1 student got 60, 2 students got 59, 2 students got 58, 1 student got 57, 1 student got 56, 1 student got 55, 1 student got 54, 1 student got 52 marks, 1 student got 49, 1 student got 45, 1 student got 44, 1 student got 43, 1 student got 40, 1 student got 38, 1 student got 36, 2 students got 29, 1 student got 25, 1 student got 14.

Table 4.6 Frequency distribution matrix of Post-Test

Scores	Tally	Frequency	%	Cumulative Proportion	Cumulative Presentation
91	II	2	8%	24	100
90	II	2	8%	22	92
88	I	1	4%	20	84
86	II	2	8%	19	80
85	I	1	4%	17	72
84	II	2	8%	16	68
83	III	3	12%	14	60
82	I	1	4%	11	48
80	I	1	8%	10	44
75	II	2	8%	9	36

73	I	1	4%	7	28
72	I	1	4%	6	24
68	I	1	4%	5	20
65	I	1	4%	4	16
58	I	1	4%	3	12
54	I	1	4%	2	8
40	I	1	4%	1	4

The table showed that there were 2 or 8% of students who got a score of 91, 2 or 8% who got a score of 90, 1 or 4% who got a score of 88, 2 or 8% who got a score of 86, 1 or 4% who got a score of 85, 2 or 8% who got a score of 84, 3 or 12% who got a score of 83, 1 or 4% who got a score of 82, 1 or 4% who got a score of 80, 2 or 8% who got a score of 75, 1 or 4% who got a score of 73, 1 or 4% who got a score of 72, 1 or 4% who got a score of 68, 1 or 4% who got a score of 65, 1 or 4% who got a score of 58, 1 or 4% who got a score of 54, 1 or 4% who got a score of 40.
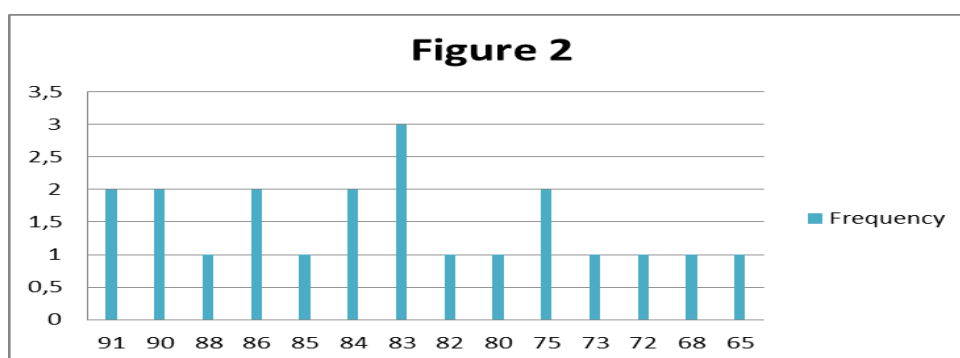

Figure 2. Result of Student;s Post-Test Score Frequency

The data above showed that in the post-test (T1), the students got higher scores than in the pre-test (T2). The diagram showed 2 students got a score of 91, 2 students got a score of 90, 1 student got a score of 88, 2 students got a score of 86, 1 student got a score of 85, 2 students got a score of 84, and 3 students got a score of 83, 1 student got a score of 82, and 1 student got a score of 80, 2 students

got a score of 75, 1 student got a score of 73, 1 student got a score of 72, 1 student got a score of 68, and 1 student got a score of 65.

Table 4.7 Recapitulation of Mean Score of Pre-Test and Post-Test

Test	Score
T1	48,25
T2	77,75

The data presented shows that there were 24 students who took the test. In the pre-test of 24 students who got a score of 66 there were 3 students or 12%, at a score of 60 there was 1 student or 4%, at a score of 59 there were 2 students or 8%, at a score of 58 there were 2 students or 8%, at a score of 57 there was 1 student or 4%, at 56 there was 1 student or 4%, at 55 there was 1 student or 4%, at 54 there was 1 student or 4%, at 52 there was 1 student or 4%, at 52 49 there was 1 student or 4%, at 45 there was 1 student or 4%, at 44 there was 1 student or 4%, at 43 there was 1 student or 4%, at 40 there was 1 student or 4%, at the At 38 there was 1 student or 4%, at 36 there was 1 student or 4%, at 29 there were 2 students or 8%, at 25 there was 1 student who got 14.

In the post-test there were 2 or 8% of students who got a score of 91, 2 or 8% of students who got a score of 90, 1 or 4% of students who got a score of 88, 2 or 8% of students who got a score of 86, 1 or 4% of students who got a score of 85, 2 or 8% of students who got a score of 84, 3 or 12% of students who got a score of 83, 1 or 4% of students who got a score of 82, 1 or 4% of students who got a score of 80, 2 or 8% of students who got a score of 75, 1 or 4% of students who got a score of 73, 1 or 4% of students who got a score of 72, 1 or 4% of students who got a score of 68, 1 or 4% of students who got a score of 65, 1 or 4% of students who scored 58, 1 or 4% of students who got 54, 1 or 4% of students who got 40. The data above shows that the scores obtained by students from the post-test were higher than those from the pre-test. And it can be interpreted that using pre-questioning can improve students' reading abilities.

CONCLUSION

Based on the results of presentations and data analysis from research conducted in class, used pre-questioning can also make it easier for students to understand and be interested in reading material. It can be seen from the results of this research, which show that the scores from the post-test carried out by students were higher than the scores from the pre-test. The average score obtained by students in the pre-test was 48.25, and the average value obtained in the pre-test was 77.75. Students made a significant increase in learning to read using pre-questions.

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